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ABSTRACT

A guide to program design and instruction for immigrants seeking permanent residency in the United States is based on the educational requirements of the 1986 Immigration Reform and Control Act. It provides information for developing an amnesty preparation program to meet the requirements for proficiency and/or course attendance. Those requirements include an understanding of basic English and knowledge and understanding of United States history and government. The guide outlines the components, requirements, and/or considerations essential to developing an amnesty preparation program, designing an instructional program, choosing a program model, developing courses to meet student needs, structuring a curriculum to meet government specifications and to provide immigrants with needed test-taking and interview skills, setting performance standards, and establishing a responsible program policy. Brief lists of recommended texts, bibliographies, tests, information sources, newsletters, and hotlines are included. (MSE)

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DON'T TEACH THE BOOK.

TEACH THE STUDENTS!

PREPARING LANGUAGE MINORITY ADULTS FOR LEGALIZATION

Curriculum Guidelines Regarding Program Design, Course Component and Instructional Strategies

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DON'T TEACH THE BOOK. TEACH THE STUDENTS.

PREPARING LANGUAGE MINORITY ADULTS FOR LEGALIZATION

6.1 OVERVIEW

In preparing responsible educational programs for amnesty applicants, service providers face major challenges. Foremost among these are the need to

* understand IRCA legislation and be able to explain requirements, rights and obligations to applicants.

* understand applicants' overall needs, including short term (legalization) and long term goals.

* provide a curriculum that is approved by the INS, while at the same time educationally sound and socially responsible.

* establish standards and policies that serve the applicants' best interests and safeguard confidentiality.

EDUCATIONAL REQUIREMENTS

The 1986 Immigration Reform and Control Act mandates that applicants for permanent residency in the U.S. fulfill the following educational requirements:

According to the legislation, an applicant who wishes to gain permanent resident status must:

1. demonstrate "minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States"

or

2. show that he or she is "satisfactorily pursuing a course of study recognized by the Attorney General to achieve such an understanding of English and such a knowledge and understanding of the history and government of the United States."

Applicants thus have two choices:

(a) take an INS exam administered face to face by an INS examiner or

(b) provide a Certificate of Satisfactory Pursuit documenting that they have attended at least forty (40) hours of a sixty hour (60) course "as appropriate for (their) ability level."

A third option, that of a standardized proficiency test for students who want to study at home instead of in a class will also be available. (details will be forthcoming in the final regulations).

Amnesty preparation programs need to be designed in such a way that they can be prepare applicants for any of these options.

POINT TO REMEMBER

Applicants who choose to take a course to prepare for the exam should also be given a certificate as soon as they have completed 40 hours of instruction. This certificate will protect them should they fail the exam or change their minds about "documenting their knowledge" to an INS examiner.

6.2 DEVELOPING AN AMNESTY PREPARATION PROGRAM

Minimally, an amnesty preparation program should contain the following components:

Needs Assessment

including an evaluation of the applicants' understanding of the legalization process; knowledge of history and government; English language proficiency and literacy levels in the first language; educational background; and socio-economic circumstances that might present an obstacle to completion of the program.

Counseling

including information on the legalization process, information on options available to meet requirements, explanation of instructional program, placement into courses, discussion of present circumstances and long term goals and referrals to support services and suitable educational or job training programs.

Instructional Program

several levels of courses specifically geared towards the educational and linguistic levels of the students, ranging from courses for pre-literate to special work shops on citizenship exam preparation; should include a description on program standards and procedures for evaluating student progress.

Policy to Protect Students and Safeguard Confidentiality

including a protocol for handling "monitoring" visits by the Immigration and Naturalization Service, setting up separate files for documented and undocumented clients, and safeguarding records for students who may be at risk of not being able to obtain legalization; procedures for identifying students at risk of dropping out before the requisite 40 hours have been completed.

6.3 DESIGNING AN INSTRUCTIONAL PROGRAM

A responsible Amnesty Preparation Program needs to meet two requirements.

1. It must be within the guideline established by IRCA and as such contain

a. procedures for placing students into appropriate class levels

b. a curriculum of at least sixty hours per class level, with a description of what is to be taught in each course; it must integrate ESL and citizenship and provide instruction that is "relevant and educationally appropriate for the program focus and the intended audience"

c. a description of program standards and procedures for evaluating "satisfactory progress" towards meeting standards.

e. copies of the federal text to be used in classes where appropriate; otherwise, at least one copy must be available as a resource.

2. It must meet the special needs of the amnesty applicants to be served:

a. Primary among those needs is the need to achieve legalization. Helping students gain permanent residency should thus be the essential focus of an amnesty preparation program.

b. Many amnesty students will have had negative experiences with schooling and may need a supportive, positive environment in which they can learn and build confidence in their own ability to cope.

6.4 PROGRAM MODELS

Competency based instruction

Empowerment approach

Socio-cultural approach

6.5 DEVELOPING COURSES THAT MEET STUDENT NEEDS:

Whatever curriculum is selected, it must be capable of responding to three major groups of students:

1. Applicants who have chosen to take the INS administered exam in English and citizenship and do NOT wish to take classes.

These applicants may need workshops or counseling sessions that explain the legalization process, discuss options available to them and provide practice in dealing with an INS examiner. Referral services may be helpful.

2. Applicants who want to take classes that will prepare them for the INS exam.

These applicants need a course that prepares them for the INS exam. The course should include information on legalization, content based on the federal text, and the questions that examiners may ask (see Appendix for Chapter 4.) For details, see **"Green Card English and More,"** p.

3. Applicants who need a certificate of satisfactory pursuit and are not ready to submit to an INS examination.

These students may benefit most from a "practical civics" course that helps them to understand their community and provides them with the skills needed to effectively access services and participate fully in the larger society.

POINTS TO REMEMBER:

1. Students who lack basic literacy skills should not be taught in the same class (at least not in the same way) than student who speak little English but have learned to read and write.

2. INS does allow for bilingual support in the content courses, so the first language may be used to help students understand concepts that are too difficult to understand in English.

For details on such a course, see **"Amnesty Civics: A Course for Community Participation."**

6.6 CURRICULUM RECOMMENDATIONS

6.61 PART ONE: GREEN CARD ENGLISH AND MORE: A CURRICULUM FOR AMNESTY APPLICANTS PREPARING TO TAKE THE INS EXAM.

A 60 hour course preparing students to complete the INS exams, should be able to meet the following instructional objectives:

It must be capable of helping students

* understand the IRCA requirement and the legalization process **(see LEGALIZATION COMPONENT)**

* understand, retain, and explain information from the federal textbooks and give answers to the INS questions; students may need additional information from other texts to build the necessary background knowledge. **(see CITIZENSHIP COMPONENT)**

* develop both INS literacy (reading aloud any sentence from the federal text; writing a dictated sentence) and functional literacy (reading labels, notices, letters, stories, newspapers and writing notes, letters, stories, filling out forms) **(see INSTRUCTIONAL STRATEGIES)**

* be able to demonstrate orally their knowledge and understanding to an INS official and choose correct answers on a standardized test if they want to choose that option. **(see TEST TAKING STRATEGIES AND INTERVIEW COPING SKILLS)**

6.611 LEGALIZATION COMPONENT:

This component should include information on

a. the legalization process, including rights and obligations under IRCA

b. the INS exam process, including format and typical test questions

c. what recourse is available if the process does not go smoothly, (e.g. not passing the test, application is denied); it may include information on what options are available to family members who may not qualify

As time permits, this component might also include information on

e. the right to non-discrimination under the law

f. available resources such as social service or legal aid agencies that can be contacted for help

In order for this component to be taught successfully, teachers must either be thoroughly familiar with the regulations governing the legalization process or be aware of services and individuals that can guide their students.

POINT TO REMEMBER:. In an INS exam administered by an Immigration official, the following is likely to happen:

1. To assess knowledge of "ordinary English" the examiner will ask general questions about the identity and background of the applicant. Questions are taken from the application form that the person has submitted and may include questions about where the person went to school and what he/she studied.

2. To assess a knowledge and understanding of U.S. history and government, the examiner is expected to choose from a list of one hundred (100) pre-selected question based on the content of two of the federal texts (U.S. History and U.S. Government Structure). The examiner is supposed to take into account the language level, educational background, and special circumstances of the applicant. This may not always happen since examiners have had no special training in rephrasing questions to simplify information, in coaching a person who may have trouble explaining an answer or in understanding heavily accented English.

3. To assess literacy in English, the examiner may ask the person to read a sentence (any sentence!!!!) from the federal text and write down a sentence that he or she dictates.

4. At some time in the future, applicants may have the option of taking a written standardized, multiple choice exam that tests that tests their knowledge of history and government.

Instructional Strategies

As you prepare students to successfully complete the legalization process, keep in mind the following instructional principles:

1. Present information in the form of activities, not lectures. These activities may be in the form of group discussions; question and answer sessions; analysis of case studies of other applicants; comments on newspaper articles on amnesty (articles can be read in the first language); phone calls to legalization hot lines; draft letters to get information in writing.

2. Make your teaching interactive, student centered, and focus on learning by experience. Have students work in groups and guide them in making calls to the INS, immigrant coalitions and legal rights groups; contact legal aid agencies to see if guest speakers are available; interview immigrants who have already gone through the INS interview (legalization or citizenship; report back in English on newspaper articles and radio or television news programs that discuss amnesty information in the first language. It may also be possible to enlist such students in outreach efforts, asking them to contact community members who may not be aware of how to meet Phase II requirements.)

6.612 CITIZENSHIP COMPONENT

This component should include the following:

Information from the Federal Textbook series and other books developed specifically for amnesty programs. We recommend the **Of the People**, a text developed by the Center for Applied Linguistics); text materials may be supplemented by videos, films, and poetry and stories written by immigrants themselves.

Instructional Strategies

Since many of the amnesty applicants may not have had much experience with dealing with academic texts or abstract concepts (such as the three branches of government), they may need support in "learning how to learn." The following strategies will be helpful:

1. Developing interest

a. Present students with a brief overview of a section in the book.

b. Use a picture, an easy poem, a story, a few lines from a text to "hook" the students and get them interested.

c. Ask students questions to find out which concepts they are familiar with in their own language.

d. Help them discover how the information connects to their own lives

2. Helping Students Understand and Remember Citizenship Content

a. Use reading strategies that help students find main ideas. (e.g. try skimming and scanning, as well as predicting ideas from pictures and from headlines.) Encourage students to focus on ideas, not just words on the page.

b. Encourage students to guess what a picture, a sentence or a new word may mean from the context in which it appears. Then show them how to reconfirm their guesses; discourage the use of dictionaries.

c. As time permits, include poems and stories that tell about U.S. history from an immigrant perspective; ask students to tell their own story into a tape recorder, type up their stories, have the class read them and use them as a basis for dictation.

POINT TO REMEMBER: As you work with the applicants, try to minimize frustration and build confidence instead. Help your students gain the necessary self-assurance. Amnesty applicants need to feel that they can acquire the knowledge needed for the test and that they can hold their own in the interview.

If you have students that seem overwhelmed by the INS questions, emphasize that no one has to take the test (each student should have the option of receiving a certificate after 40 hours. If individuals are not "getting" the information needed to pass the INS exam, stress their strengths in other areas and provide activities that they can free language in (discussions in the native language, sharing of life experiences, etc.) NO student should be allowed to feel like a failure because he or she cannot remember dates or events from the federal text book series.

6.613 DEVELOPING TEST TAKING STRATEGIES

Even if your students understand the information from the federal text and seem to do well in your courses, they may not be prepared to pass the INS exam. Remember that the exam presents a high pressure situation inasmuch as the students may be fearful and distrustful of the INS official and feel that their entire existence in the U.S. is at stake.

In addition, many of the students will find it difficult to understand the examiner's questions and predict what answer may be expected. A large number of students may never have taken a test of any kind and may need to be familiarized with the format of both a written and an oral exam.

To give the students practice in test taking and dealing with examiners, we recommend the following

Instructional Strategies:

a. Let students know what will happen on the INS exam (see above) and give them plenty of practice taking an oral or a written test (their choice). Help them develop strategies for coping with misunderstandings and problems (memory blocks, confusion, nervousness) and for dealing with examiners who may be less than sympathetic or appear intimidating.

b. Dictate sentences for students to write down. Use information about the students for content. Mix straight sentences with interesting, silly, or controversial statements. Vary your speed (and if you can, accent) as you speak so students get used to hearing different styles. Ask students to dictate sentences to each other.

c. Purposefully mumble at times or talk too fast and show students how they can ask you to slow down, rephrase, explain, etc. Show students how to say those things without sounding offensive.

d. ask students to "guess" the correct answer and explaining why you think an answer is right (without actually knowing the answer) "Educated guessing" increases comprehension skills and builds confidence.

e. have students rephrase test questions to make them easier to understand ("what do you think this question means? "how else could you say that?")

f. ask students to find the "wrong" answers on multiple choice test and explain which of the answers can be eliminated even if one does not know the answer

g. have students look for key words in a question and using brainstorming and free association to discover possible answers.

NOTE: (These strategies can be built around quick oral quizzes, group problem solving, co-operative learning and team contests; also possible are "Jeopardy" or "Concentration" type games that re-enforce difficult vocabulary.

6.614 DEVELOPING COPING SKILLS FOR INTERVIEW SITUATIONS

No matter how hard they study, your students will never be completely prepared for any eventuality of the interview situation. The examiner may talk to fast or ask questions that they don't understand or applicants may be so nervous that they forget what they previously knew. In order to prepared for the unexpected, they need to learn how rely on their wits and their social skills.

Instructional Strategies

In order to feel confident that they can survive even awkward or difficult situations, students need practice in using the following communication strategies:

a. asking for clarification and rephrasing (e.g. "I'm not sure what you mean." "Can you repeat the question? Could you say that in a different way?")

b. asking the examiner to speak more slowly or clearly. (e.g. "I didn't understand; could you say that again more slowly?)

c. buying time (e.g. "Can I think about this for a minute? I think I know the answer")

d. admitting a problem without losing face (I'm sorry I can't remember X, but I do remember Y)

e. asking for help ("I'm sorry, I don't remember the answer. I only had one citizenship class. Could you ask me another question?)

f. coming across as "regular guy" (dressing as one would for a court appearance, watching for signals to shake hands, maintaining appropriate eye contact, appropriate distance)

g. appearing knowledgeable ("I took a class and studied X, Y, and Z; but I don't remember this question)

h. throwing yourself at the mercy of the examiner. ("I'm sorry, my English is still not very good. I studied everything. But school is difficult for me.")

(Examiners are supposed to take background and ability into account when examining knowledge.)

POINT TO REMEMBER:

Merely asking students to memorize questions and answers without helping them understand and integrate content may be frustrating and counterproductive.

6.62 PART TWO:

AMNESTY CIVICS: ENGLISH FOR COMMUNITY PARTICIPATION

Many (if not most) of the applicants seeking educational services will not have the English language and literacy skills to pass the INS exam or to benefit from a traditional citizenship curriculum.

These students will need to be enrolled in a class that meets the legal requirements set up by INS. These include a curriculum for a 60 hour course that integrates ESL and citizenship in a way that leads to greater knowledge and understanding of U.S. history and government. The course must also be suitable for the English proficiency level of the students and appropriate for the program focus. After having attended such a course for 40 hours and after having made progress (as defined by the educational agency, see Program Standards below), students are eligible to receive the "Certificate of Satisfactory Pursuit" issued by the INS.

Courses designed for students who need a certificate should try to work towards these goals:

1. to help students meet the legalization requirements (i.e. attending a course for a minimum of 40 hours; obtaining a "certificate of satisfactory pursuit", submitting all necessary documents to the INS; completing an "interview" with the INS examiner.)
2. to offer the kind of content and teaching that is appropriate for the skills level of the students and relevant to their lives

3. develop the language skills necessary to complete legalization and interact with members of the larger (English speaking) community.

The "Certificate Only" group most likely shares the following qualities: Applicants

* are not expected to take the INS administered exam, but will need a "Certificate of Satisfactory Pursuit"

* will have limited English proficiency and most likely will have difficulty understanding "academic" information.

* may have fairly good "survival English", but may lack the literacy skills necessary to deal with successfully textbook materials

* may have only a few years of schooling in their home country and thus may not be used to classroom instruction

* may have had negative educational experiences and lack confidence in their own ability to learn

* may have little or no background in literacy in their first language and thus may not be able to fully understand materials written in the first language

* may not be able to relate to history presented in terms of facts and figures.

* may face problems in their daily lives (child care, family illness, work stress) that inhibit them from coming to classes and benefiting from classroom instruction.

Based on these characteristics, a course offering certificates only, should try to focus on content of immediate importance to students' lives and provide an environment in which students can feel comfortable, confident and supported while they acquire content information and learn English.

POINT TO REMEMBER: The INS does not require that the civics component consist of the facts presented in the federal text. On the contrary, INS officials have repeatedly stressed that they find an emphasis on "life skills" that incorporates some basic information about the U.S. the most appropriate approach for the lower levels.

Objectives

A certificate course may want to meet the following objectives: Such a course should help students:

1. understand the IRCA requirements. (see LEGALIZATION COMPONENT)

2. develop the English skills needed to successfully complete the legalization process (see IRCA LEARNING ACTIVITIES)

3. gain the information needed to access services, assert one's rights, and stay out of trouble. (see PRACTICAL CIVICS DISCUSSION UNITS)

4. develop the English language skills necessary to understand and interact with members of the larger community (e.g. doctors, lawyers, teachers, landlords, police officers) and develop the coping skills necessary for solving problems with limited English. (see ENGLISH FOR COMMUNITY PARTICIPATION)

6.621 LEGALIZATION COMPONENT

Content

This component should include information on where to apply, what information to provide, how to fill necessary forms, how to mail information, xeroxing important documents, dealing with originals, paying fees, getting necessary doctor's tests, requesting information on the phone or in writing, where and how to get help, protecting oneself against fraud, talking about the information on the application, dealing with the INS interviewer, protecting family members who may not be eligible.

Instructional Strategies

For lower level classes, bilingual support will be necessary if the classroom teacher is to get the basic requirements across to the students. If such support is not available in the classroom, consider the following strategies:

1. invite a legalization expert (not from the INS) that speaks the students' language to your class while you sit in. Both you and the students ask questions.

2. use videos that explain the legalization process in the first language (e.g. "Now What?" "Opportunity USA")

3. if students are literate in Spanish, use pamphlets from community advocacy groups such as KNEEL or information bulletins published by newspapers (e.g. La Opinion in Los Angeles);

4. have students contact people from the community who might translate, give informed advice and answer questions.

6.622 **LEARNING ACTIVITIES**

To help students understand and act upon the legalization information, teachers may try the following strategies:

1. help students develop questions they want to ask in English or in the first language; ask them to work in groups to discuss the answers; ask your own questions and have students explain "what is what" to you.

2. if students are literate, have one group write questions and another group provide the answers based on videos, discussion or IRCA pamphlets.

3. have students make phone calls to legalization offices and ask for information (many have 800 numbers);

4. ask your students to write a letter or make a call to invite a guest speaker to discuss amnesty (have them work in groups so they can decide what they want to say and students with stronger language skills can help those with less developed literacy skills.)

5. give students plenty of practice in giving and receiving information, (direct conversation, on forms, over the telephone)

6.623 PRACTICAL CIVICS/DISCUSSION UNITS

Topics for the discussion units should reflect the concerns and interest of the students in the group as well as the orientation of the agency that sponsors the program. Besides a unit on how to achieve legalization, a course may include units Dealing with Sick Family Members, Solving Problems at Work, Getting around (transportation), Dealing with Housing Concerns, Understanding your Child's School, Fighting Discrimination, Going Back to School, Protecting Yourself Against Crime.

Legalization

Much of your time will probably be spent on a legalization unit. This unit can include the following communication strategies (or life skills competencies):

a. how to provide personal information about, name, age, address, place of birth, length of stay in the country, visits home, etc.; in person, over the phone, filling out forms; You may want to discuss the difference between taking about oneself to an acquaintance or to an interviewer.

b. how to deal with the post office (applications will be mailed); addressing envelopes, sending documents by certified mail; asking the postal clerk for information

c. how to deal with doctors (applicants need health certificates); where to find a doctor (INS has lists); making appointments,- in person and over the phone-, double checking dates, finding out if someone speaks your language, what questions to ask, -receptionist, - doctor, - nurse)

d. how to deal with important documents (originals, making copies, safe keeping, getting papers notarized)

e. how to pay fees (cash, checks, money orders)

f. how to deal with the INS interviewer (see coping skills in PART I.

POINT TO REMEMBER: Students at the lower levels will need a great deal of practice in these strategies. If quite a bit of reinforcement seems to be needed, similar activities can appear in different context within other units.

EXAMPLES:

a. giving personal information can appear in the context of an **employment application** (simplified forms are in most life skills books); disability forms or requests for unemployment compensation; in a unit on **schooling** (filling out forms for children to be enrolled - ask school district for examples), a unit on **transportation** (insurance forms, accident reports), doctors, etc.

b. dealing with money can appear as part of a unit on **housing** (how to pay the rent, what to do when you can't pay the rent, deposits and cleaning fees, contracts) transportation (how to buy a used car, how to pay traffic fines), etc.

6.623 ENGLISH FOR COMMUNITY PARTICIPATION

Linking Content Instruction to Students' Lives

Information on history and government will appear naturally throughout your unit on legalization and in the community related themes that you are trying to develop. For example,

1. students' legalization experience is, of course, connected to the Immigration Reform and Control Act, a law with great significance in the history and government of the U.S.

2. any time your students go to the post office, attend school, use a public clinic, pay taxes or talk to the INS, they are interacting with the city, county, state and federal levels of the government's executive branch;

3. students will learn to recognize government offices by the flag(s) in front.

4. whenever students fight a ticket, challenge an eviction notice or ask a legal aid agency to take an unscrupulous lawyer to court, they are interacting with the legislative branch;
5. any time your students deal with cash, they will encounter a president.

An "amnesty civics" curriculum can thus provide students with the opportunity to see how their lives are an integral part of U.S. history and government and how their experience helps shape the future. However, in order to assure SLIAG funding sources and the INS that you are indeed teaching history and government related to the federal textbooks, you may with to list the competencies your students are acquiring and the terms and concepts they encounter separately.

Example of Description of the Civics Component:

In this course students will work towards knowledge and understanding of U.S. history and government in the following manner:

Through discussion of the legalization process, students will become familiar with the 1986 IRCA and its historical implications. The will come to comprehend the significance of changing from illegal or undocumented status to permanent residency and possibly citizenship. They will understand the rights and obligations their new status will entail.

In the "practical civics/community participation" sections of the course, students will learn basic information about government run services (schools, clinics, post office) and about the court system that protects them against discrimination and fraud. Students will learn to become "good citizens" by becoming informed and by acquiring the language skills necessary to function successfully in society.

Partial List of Civics Concepts and Vocabulary to be Taught:

immigration/immigrants/immigration office
recent immigrants from Mexico, the Caribbean and Asia
country, capital
president(s)
law, legal, illegal, judge
document; (I-9) undocumented;
deportation; immigration lawyers
permanent resident/green card; citizen; citizenship
government, government offices; schools, post office, clinic
American holidays on which federal offices are closed;
post office - federal office; parking regulations - city laws
Public health clinic - county clinic (some areas)
highway patrol (state police)
FBI (federal police);

6.7 SETTING PROGRAM STANDARDS

According to the INS, it is up to each program to decide whether the student is making satisfactory progress. To document such progress, a program is expected to:

a) describe what students should learn at each level

b) explain what students should be able to do with the inf
they have acquired (performance standards)

c) discuss measures for evaluating process

6.71 EXAMPLES OF PERFORMANCE LEVELS FOR LOWER LEVEL STUDENTS:

Ordinary English

At the end of forty hours students will be able to understand questions and give information in English on the following topics:

* name and address; age; birthplace; occupation

Literacy in English:

At the end of forty hours, beginning students will be able to:

* write their name; recognize emergency signs presented in context (e.g. poison, danger, road signs, hospital, etc.)

History and Government

At the end of forty hours, students will be able to do the following:

* explain legalization requirements (in their home language if students are beginners); identify the U.S. flag; identify Washington and Lincoln on U.S. money; name the U.S. capital; identify a picture of the current president; give the emergency number for public services (fire, police)

Performance standards are alternatively called competencies and functional skills. For additional examples of such competencies, see the CASAS list of competencies (see Bibliography) It is NOT necessary to have a standardized test to assess whether students are making progress nor is it necessary to set the same goals for all students. Programs can use indicators such as attendance, class participation, group interaction, and individual effort.

POINTS TO REMEMBER:

1. Set realistic standards and be generous in assessing progress. Many of your students have not had positive experiences with schooling, have low levels of literacy (if any) in their first language and speak very little English. Remember that students who find the classes frustrating may drop out and disappear. Above all, do NOT allow your standards to become barriers for students who need a certificate to meet legalization requirements.

2. Consider your students. In developing curriculum content, set standards primarily in terms of what you think your students need and want to know (and your teachers can teach) and secondarily in terms of what you think the INS wants. We do not expect the INS to challenge a curriculum that legitimately meets the civic information and language needs of a particular group.

6.8 ESTABLISHING A RESPONSIBLE PROGRAM POLICY

According to the final federal regulations on IRCA, INS has the right to monitor amnesty programs to deter and prevent unscrupulous service providers from taking advantage of amnesty applicants. While many programs share the INS concerns about "fly-by-night operators", the are equally concerned about the chilling effect that the possible presence of INS officials will have on their program. Service providers know that students will only attend courses if they trust the program, feel safe from harassment and can be assured that they are not putting at risk those friends and family members who may not qualify.

In addition, since many programs still serve the undocumented (who are entitled to educational services), they are concerned about the confidentiality of information regarding students who might face deportation. Thus, in order to protect students who may not be eligible for legalization and those at risk, and in order to safeguard the confidentiality of all student records for all students, many programs follow this protocol:

1. Be informed on what the regulations say about INS monitoring (see final regulations) and insist that the INS office follow these guidelines.

2. Request that the INS NOT monitor your site during times when classes are in session and that they do not visit classrooms. Explain that you fear that the "chilling effect" of having immigration on campus would deter students from coming to classes. (Many of your students may have relatives who do not qualify or are at risk)

3. Maintain separate records for INS inspection that only contain information pertinent to your providing responsible services to amnesty applicants (i.e. curriculum, federal text, description of class sizes, A numbers if required; Do NOT provide addresses.

4. Do not maintain files on students who do not qualify for legalization or who may be at risk. Ask students who sign up for classes "Have you applied for temporary residence status?" If students have not applied, do not keep records that help trace students; do not keep records on students who have dropped out before receiving their certificate.

POINT TO REMEMBER

Although it is true that the INS may only have the manpower to monitor programs against which complaints have been filed, many responsible programs see it as a point of integrity to establish an explicit protocol that safeguards the confidentiality of all students to the greatest degree possible.

RESOURCES

I. TEXTS: MANDATED AND RECOMMENDED

1. Federal Textbook Series available from federal bookstores or through the Superintendent of Public Documents
U.S. Government and Printing Office
Washington, D.C. 20402
Phone: (202) 257-2091 or
(202) 783-3238
Order numbers are MD 9 for citizenship chart
and MD 286 through 291 for texts

2. Center for Applied Linguistics: Of the People (not yet available)
Simplified interactive version of the federal U.S. Government Text.
Recommended for citizenship classes that prepare students for the test.

II. IRCA BIBLIOGRAPHIES

1. CASAS (Comprehensive Adult Student Assessment System), 1988
Curriculum Guide for IRCA ESL Programs.

contains (1) a list of IRCA competencies for English and civics, (2) an IRCA bibliography, and (3) a CASAS score scale with descriptors of Student Performance Levels (SPLs)

to order, call (619) 298-4681

2. Northwest Educational Cooperative, Aug. 1988. Legalization and Citizenship Materials, A Selected Bibliography, Illinois ESL Adult Education Service Center.

contains sections on citizenship texts, U.S. history texts, government supplements, Bilingual/native language texts, teacher resources and names and addresses of publishers and suppliers. DOES NOT YET INCLUDE "Of the People" by the Center for Applied Linguistics, the authorized ESL version of the federal text on U.S. government.

(to order, call (312) 803-3535)

II. TESTS

1. TESOL, 1987. Reviews of English Language Proficiency Tests.

Reviews language proficiency assessments such as the BEST TEST and the John Test, both of which evaluate oral language proficiency although "John" is quite a bit less sophisticated; does not contain information on CASAS appraisals.

2. CASAS Amnesty Tests; for information on training in the administration of the test, call (619) 298-4681.

(the test does not contain an oral language assessment)

III. RESOURCE INFORMATION, IRCA GUIDES:

1. Immigrant Legal Resource Center, Phase Two: Applying for permanent residence. (use order form or call (415) 853-1600.) Resource guide for agencies setting up amnesty preparation programs. Contains a chapter on recommendations for program design and curriculum development.

2. Orange County Coalition for Immigrant Rights, Nov. 1988. Rights and Resources. Public Information Handbook for the Immigrant.

contains section on Permanent residency requirements, employee rights and responsibilities, employer rights and responsibilities, civil rights, discrimination issues, fraud, etc. Also contains section on where to go for help in Orange County; most information is general enough for all areas.

(714) 567-7470

IV. NEWSLETTERS:

3. Immigration Reform Language Issues Network (IRLI Net): IRLI Notes; newsletter on the educational implications of IRCA (use order form or call (213) 985-4680.

4. The Green Sheet; NALEO's Newsletter on Legalization's Second Step. Contains information on various areas of Phase II. To get on the mailing list call 1 (0 34 KNEEL.

4. IRCA Clearinghouse, the ADVISOR, Newsletter for all aspects of IRCA ($35 for non-profit, $45 for profit). Provides greater depth than on issues; to order, call (202) 544-0004

V. National Hotlines:

NALEO IRCA information: (800) 44 NALEO; for applicants

IRCA Clearinghouse hotline (for administrators) recorded message:

(202) 544-0877